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| **Grade 5**  **Unit Overview**  ***Little Things are Big:***  ***Making Meaning from Poems and Poetic Craft in Literature*** | |
| **Focus Teaching Points** | *Poetry and Poetic Craft in Literature:*   * Reading poems carefully, noticing form, length, structure, style, mood * Looking for poetic passages in novels—noticing and wondering about times when an author has used figurative language, intense imagery, or repetition * Understanding mood by paying attention to the setting, choice of words, feelings that the poems creates * Paying attention to meaning *and the sound* in poems—noticing the author’s use of line breaks to create rhyme and rhythm * Using tricky word strategies to solve words * Noticing how the parts of a poem fit together (analyzing part-to-whole) * Deepening understanding of powerful passages and rereading to consider the big ideas * Creating mental images by “thinking hard” * Seeing everyday things in new ways through poetry * Paying close attention to the last lines of poems to gain deeper insight * Understanding themes in poetry * Carrying poems with us throughout our lives * Connecting poetry to reading of other texts * Memorizing a few lines of poetry by heart; using these lines to influence the way we live |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *1, 2, 3, 4, 5, 6, 7, 9, 10*   ***Reading Standards for Information (RI)***   * *1, 2, 3, 4, 5, 6, 7, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *3, 3a-3f, 4, 4a-4c*   ***Speaking and Listening Standards (SL)***   * *1, 1a-d, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 2, 3, 4, 5, 6* |
| **Recommended Professional Resource(s) to Guide Instruction** | “Poetry and Poetic Craft in Literature,” from the If. . . Then . . Curriculum Grades 3-5 from the *Units of Study for Teaching Reading* by Lucy Calkins (2015) |
| **Bends in the Road** | * Discovering poetry in poems and prose * Reading for deeper comprehension * Looking at life and literature through the lens of poetry |
| **Recommended Anchor/Mentor Texts** | * See the [Mentor Text](http://ppsgrade5.weebly.com/mentor-texts2.html) page of the unit and page 77 in the If-Then book for suggestions. |
| **Classroom Library** | * Your classroom library should contain plenty of fiction titles from which students can choose for reading side-by-side with the poetry “packets” you create. You may also decide to provide choices for paired texts for partnerships or book clubs. * Highlight your class library’s poetry collection. * Picture books are often rich with poetry language. Highlight these books as well! | |
| **Materials and Resources** | * Reader’s Notebooks that have sections: for example, *Reading Log*, *Try It!* for exercises from minilessons, *Independent Thinking* for annotations and stop and jots, *Longer Writing* for longer responses to text, and *Favorite Lines* for those memorable phrases, lines, and quotes from favorite books * Charts related to routines and expectations for Reading Workshop, particularly expectations related to independent reading and partner conversations * Active engagement anchor charts * Thinking and talking strategy bookmarks | |
| **Tips for the Unit** | * We encourage you to read the Rationale/Introduction on pages 74-78. This section provides an overview of the unit, a brief summary of each bend, and tips for getting ready. In particular, you will find suggestions on:   + Establishing clubs prior to the start of the unit   + Creating “packets” of poems and compilations for various groups   + Choosing poems for read aloud and demonstration   + Choosing prose read-alouds to intersperse with poetry to highlight specific language and literary devices   + Guiding children toward book club choices alongside the poems they read   + Establishing high expectations for volume * A list of possible teaching points begins on page 91. * The first bend begins by inviting children into an inquiry into what they notice about poetry. This inquiry would then be staggered with your reading from picture books or a chapter book in which you would pause to help children notice the poetic craft moves in the context of literature. In particular, you will help children notice the craft moves of authors--finding and thinking about parts that are figurative, particularly descriptive, repeated, or symbolic.   + See page 79 for suggestions on how to immerse children in thoughtful inquiry during partnerships and/or small groups. This page also includes specific prompts to stimulate inquiry.   + Within this bend you will also teach readers to carefully find and track the mood of a poem or story. See pages 80-81.   + This bend also provides an opportunity for explicit teaching on word solving strategies. See page 83. * The second bend shifts toward a focus on deeper comprehension. In this bend you will help children pay closer attention to the poem’s meaning, including how the different parts of the poem support the whole.   + This bend will also support critical analysis of students’ chapter books with a particular opportunity to see ideas through different points of view. * The final bend takes a step back and engages children in looking at life and literature through the lens of poetry. This bend encourages deeper reflection about the world and the novels students are reading. |
| **Assessment** | * We encourage you to use the Narrative Student Rubrics and Learning Progressions to support your students in self-assessment and goal setting for this work. The rubrics and learning progressions for narrative reading can be found on the [Assessment tab](http://ppsgrade5.weebly.com/assessment9.html) for this unit. |
| **Celebrations** | * Consider a poetry celebration in which children select a favorite verse or two from poetry, reread or paraphrase for an audience and then explain why they chose it that particular piece. Students could also memorize a favorite line or two and prepare to recite it. This public sharing is a perfect time to incorporate [PVLEGS](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html). * See page 91 for further details. |